SPELT, Pakistan, October 2017

Glocalisation: Think Global, Act Local

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New Internationalist Easier English wiki

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The power of humans, nature global issues and teaching and …

Tree 'crown shyness'

Chinese dam 'stealing time'?

Fake news!

a) Reasons: why global issues?
b) How to bring the world in?
c) Effects when we do

Why bring global issues into ELT?

1

1ˢᵗ reason:

2

BRAINWASH LEARNERS

2nd reason

Teach content via CLIL

(content – language – integrated learning)

racism   bullying   depression

greed   deforestation   organ trafficking

transgender   disability   politics

consumerism   poverty   waste

politics   environmental destruction

hate   apathy   fundamentalism

extreme weather   sustainability

feminism   slavery   fossil fuels

inequality   drugs   religion

From global to local:

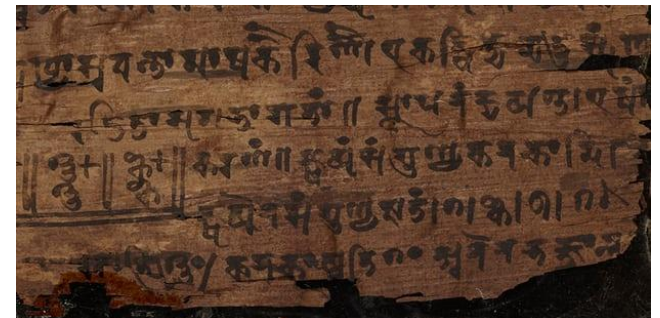**KP's Billion Tree Tsunami – ahead of schedule!**

Death for blasphemy on social media

Teens electrocuted in 'honour killing'

First use of 'zero' ever – in Peshawar

But hang on a minute ….!!

Publishers don't like:

P - **politics**

A - **alcohol**

R - **religion**

S – **sex**   **WHY NOT??**

N - **narcotics**

I - -**isms**

P – **pork**

Teachers / students / managers might say you shouldn't bring these topics into class because……:

"It's boring!"   "It's too political!"

"I don't know anything about it!"

"It's dangerous to talk about!"

"It's too heavy – we only need light, fun topics in class!"

"It might upset people!"

3rd reason:

Steve Brown's

Emancipation Continuum

The Emancipation Continuum – Steve Brown, Glasgow

Disem-powerment

'Don't upset the status quo'

Indoctrina-tion

'Do what people expect you to'

Empower-ment

'How to succeed within existing power structures.'

Emancipation

'Critically evaluate current structures to create change.'

Is Freire's Critical Pedagogy still relevant?

Has 'empowerment' been taken over by management-speak?

Is education inherently dangerous?

Can you impose emancipation?

In 'transformative learning' who is transforming who?

Can / should we emancipate through participatory practices?
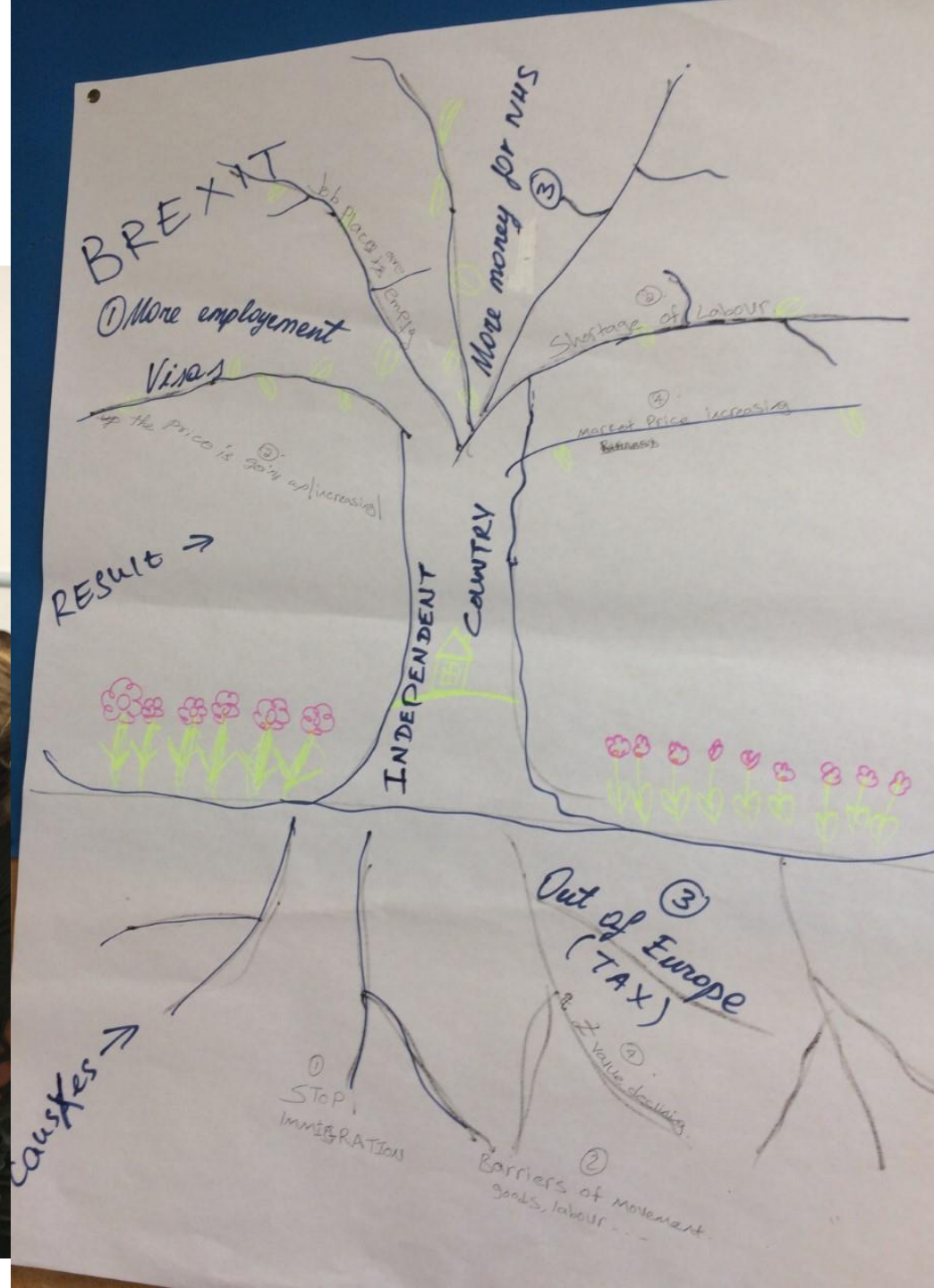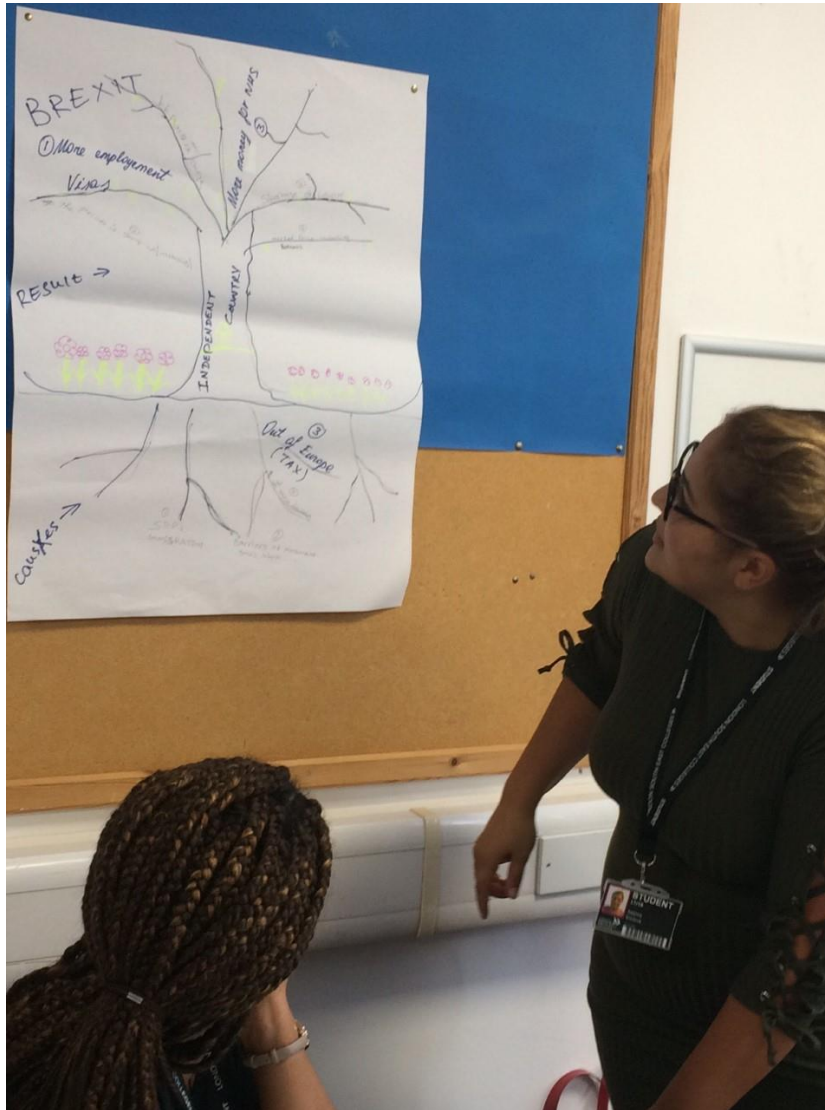
Questions …

Reflect / Reflect ESOL

Participatory tools and techniques:

- **Tree** – causes and effects of teacher strike

- **Iceberg** – bad treatment at local doctor's

- **River** – their journey to the UK

- **'Chapati' (Venn) diagram** –

power structures

Reflect ESOL in class:

It's 2017!

Interlinked, connected world

Engage learners in the real world to guide them, passionately share our concerns with real world issues through authentic interest

4ᵗʰ reason:

Ethics? Morals? Right? Wrong? My view? Your view?

'Record number of British people have no religion: 53%'

- need global frameworks / rules / sets of agreed values

British Values?

- democracy
- the rule of law
- individual liberty
- mutual **respect** for and **tolerance** of those with different faiths and beliefs and for those without faith
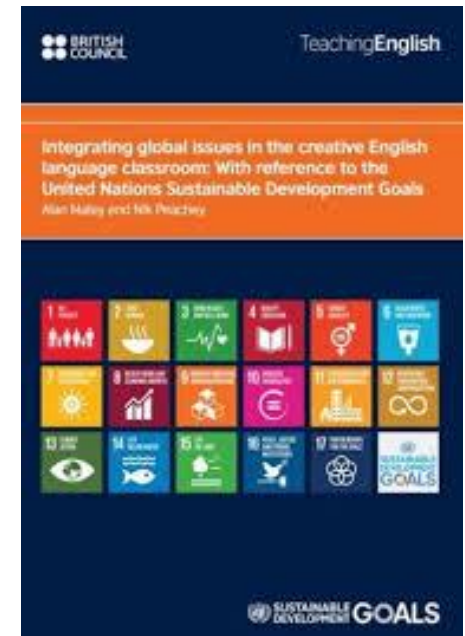
Or ….
UN Sustainable Development Goals?

SDGs - most important here in Pakistan?:
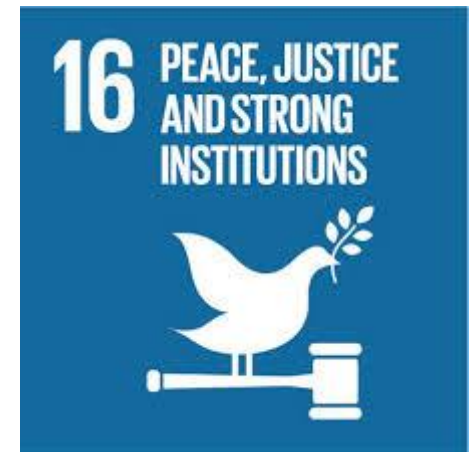
Think global – act local:
endangered animals

a) **Karachi : Indus river dolphins**

b) **Gilgit: the Markhor deer**

Results: More confidence, more engagement, far higher pass rate.

(Aamna Pasha,

Aga Khan University)

How to start:

'invite' someone real into class

Who?

If ....
If ....

(about past time)
(about future)

Trump

And … with lower levels …

I like you because …

I don't like you because …

What's the 'naughtiest' thing you've ever done? (or the one you'd admit to in an interview)

Rank my list of 'naughty things':

a) Marrying a Brazilian I hardly knew so he could get a visa

b) Eating meat for more than 25 years

c) Driving to work when I could take a bus

d) Flying far too much

e) Smuggling 30 kilos of coffee from Vienna to Dubrovnik in the 80s when I was a tourist guide … several times

f) Eating some chocolate at work last week

What's 'naughtier'?

- Running through wheat fields as a child

- Selling arms to Saudi Arabia

- Cutting benefits to people with disabilities

- Refusing entry to child

refugees with family in the UK

Earth Overshoot Day
1969-2017

1 Earth

1.7 Earths

Source: Global Footprint Network National Footprint Accounts 2017
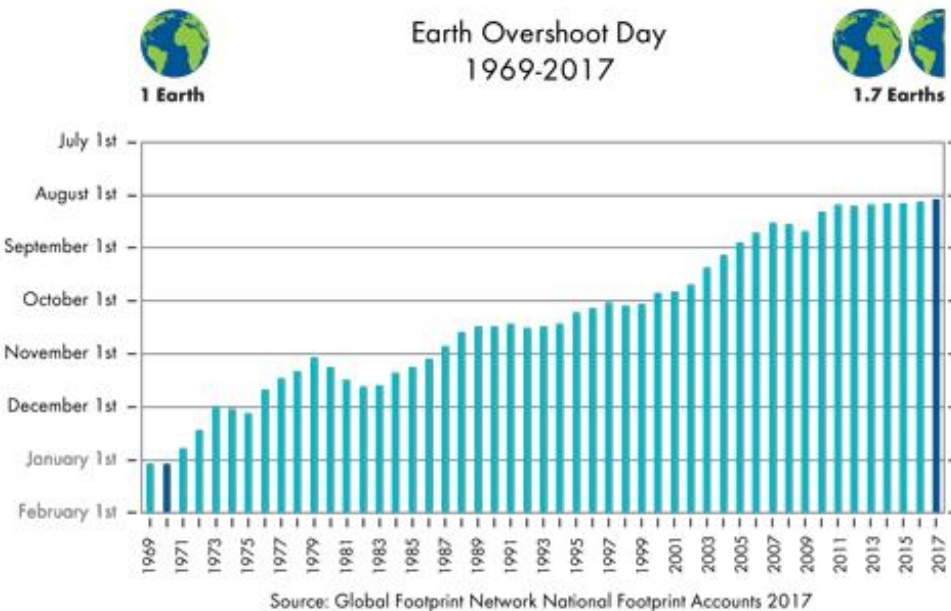
Or start with a '**Special Day' lesson**:

eg.

Earth Overshoot Day?

World Water Day?

Global issues in **Grammar** teaching

a) Big bold authentic contexts

- Rana Plaza

- Women and the Veil

b) 'subversive' gapfill

Fill the gaps:

1. …a… has just been promoted to Director
2. …b…. took a small chocolate and giggled 'How naughty of me!!'
3. The primary school teacher opened the door. Then …c… called the children in.
4. With great pride …d….. showed the family the new table …e….. had spent days making.

5 initials of people …

in the world: DT, ASSK, TM, ..

in the country:

in the room:

in my head : JS, LR, MR, OP, MP

Childe Wynd thrice kisses the Laidly Worm & rescues his Sister the Princess Margaret.

Global issues in skills development

Fairy tales:
- **choose a favourite**
- **discuss stereotypes**
- **re-write in groups with no stereotypes or clichés**

Katharina Groeblinger, Vienna

'Silent discussion'

Margarita Kosior

More writing about global issues

Tweets to summarise class/ news / articles and raise awareness

Email politicians to change something: www.writetothem.com

Notes/letters for people to find to make them happy

Writeaprisoner.com

Speaking

PMI

Plus

Minus

Interest

(Edward de Bono)

And in pronunciation: 'radical phonology'

What's really really really important?

- so important that you'd write it on a protest banner and chant it

New Internationalist
Putting the world to rights since 1973

LAST STAND
Saving the world's forests

Learners learn more, faster?

Revolutionise the world?

Learners better prepared?

Higher level of active engagement?

More involvement in English outside class?

Teach English + global issues = ?

Global connections:

FOOD FOR THOUGHT

IN A WORLD WITH PLENTY OF FOOD WHY DO ONE BILLION PEOPLE NOT HAVE ENOUGH TO EAT? SHOULDN'T EVERYONE GET THEIR FAIR SHARE?

Think

Learn

Act

Oxfam

WHY COMICS ?

POSITIVE NEGATIVES

The Hands Up Project

TEACHERS WITHOUT BORDERS

WORLD'S LARGEST LESSON

Think Global

Learning for a just and sustainable world

'The Mountain'

Can't:
-go to school
-touch food
-cross rivers
-talk to men

Iran: 48% of girls believe menstruation is a disease

- **Engage and activate!**
  - **Anti-trivialisation!**
- **Think global and**
- **Act   (local?)**

- We can't really avoid 'thinking global' in this modern, interrelated world, but how can we relate our global thinking and caring to ELT and bring the world into class without overstepping our role as teachers? It's very important to provide meaningful context for language work, so we need to decide what we want to raise awareness about, research and learn about at the same time as developing language. Why *should* we bring the world into class and is it possible to do this without unduly influencing learners' opinions? Where can we access relevant materials and how can we adapt and create our own materials and tasks based on what is going on around us? Can we go even further and try to create change for the better through English language classes? We'll probably raise more questions than answers, but this is so important in engaging critically with environmental and gender issues, sustainability and injustice, human rights and exploitation and the effect each of us has on the world.

- We'll look at how to start with simple tasks, for example inviting imaginary political visitors to class, or working with Special Days. We'll experience the power of visuals and inspirational stories to arouse our interest and that of learners, and engage them in new areas of interest. We can help them learn to care enough to bring about change, through sample activities with grammar, skills and pronunciation.

- The world has shrunk and information is available at the click of a button, so it's now more important than ever to help learners deal with big global issues, especially those that might be most relevant to the local context. English is a global language and this should be reflected in English classes, using materials and issues from the whole world, and then personalizing these to make them relevant at the local and individual levels.

Summary:

- **Introduction** to me, IATEFL, Global Issues SIG – caring global / acting local
- **How to relate global caring** to ELT: 4 reasons <u>why </u>we need to bring global issues into class

a) Brainwash learners? (powerful influence of teacher and materials, offer choices, teach critical thinking, use contentious contexts)

b) Teach / educate with more content / information : CLIL (teaching the content of the UN Sustainable Development Goals together with English (based on the new book 'Integrating Global Issues in the Creative English classroom: with reference to the Sustainable Development Goals')

c) Liberate / emancipate our learners: Steve Brown's Emancipation Continuum – the purpose of teaching, to get a job, or emancipate?

d) It's 2017, the world is at a tipping point, we're all linked, so we have to share our passions and concerns and engage learners in real world issues through personal authentic interest

- How to **start**?:

a) Make it **local** – relate the global to local interest eg. get to gold and child slavery by asking about their own gold, phrases with gold; start with own water use – relate to Pakistan's and world water problems; clothing sweatshops - start by looking in labels of clothes to see where they're made; and we all know the carbon footprint tasks learners can do. Aama – critical pedagogy in schools by

a) With a 'special day' eg. int women's day, Earth Overshoot Day – examples

b) 'inviting' real people into class: Teresa May – 'Naughtiest thing' task; Trump 'if' task

- Simple ways to bring global issues into **grammar** teaching:

a) Subversive Rinvolucri he/she dictation

b) Big bold real world contexts eg. Rana Plaza, women and the veil

- Simple ways to bring global issues into **skills** teaching:

    Read / listen to research world inequalities and injustice eg. ecocide; write protest letters/tweets/emails on real issues to make a difference; write in Kosior's 'silent discussion; speak in PMI discussions and Groeblinger's rewriting fairy tales task to avoid clichés and stereotypes

- Simple ways to bring global issues into **pronunciation** teaching: